

# INSPECTION REPORT

## **WALMLEY JUNIOR SCHOOL**

Walmley, Sutton Coldfield

LEA area: Birmingham

Unique reference number: 103543

Headteacher: Mr R Henderson

Lead inspector: Mr P B McAlpine

Dates of inspection: 20-22 June 2005

Inspection number: 268192

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	356
School address:	Walmley Ash Road Sutton Coldfield West Midlands
Postcode:	B76 1JB
Telephone number:	0121 351 1346
Fax number:	0121 3130194
Appropriate authority:	Governing body
Name of chair of governors:	Mr G Crawley
Date of previous inspection:	26 April 1999

## **CHARACTERISTICS OF THE SCHOOL**

This large school has 356 pupils organised into 12 classes, with pupils taught by ability sets in English and mathematics throughout the school; three sets each in Years 3 and 4, four sets each in Years 5 and 6. The school is popular and oversubscribed. The proportion eligible for free school meals is very small and has not fluctuated by very much since 1999. The social and economic indicators for the locality from which the pupils are drawn are better than average but not as high as at the time as the previous inspection. Attainment on entry is above average overall; this is lower than at the previous inspection, when it was well above average. About 10 per cent of the pupils are from minority ethnic backgrounds, mainly British Asian, and this proportion has not varied over the past five years. A few pupils speak English as an additional language; none at the early stages of learning English. One in ten of the pupils have special educational needs, which is smaller than most other schools. Less than two per cent have statements of special educational needs, which is broadly average. The significant needs are mainly moderate learning; a few have dyslexia; emotional and behavioural difficulties; visual impairment; autism. Pupil mobility is low overall but is not uniform across the school and some year groups are affected more than others.

The school was previously inspected 26-29 April 1999. The inspection was successful. The quality for learning, standards achieved, climate for learning and the leadership and management were all good. This school has foundation status, having changed from the grant maintained status it had at the previous inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21442	Mr P B McAlpine	Lead inspector	English Information and communication technology
9505	Mr D Haynes	Lay inspector	
22147	Mrs A Holland	Team inspector	Science Geography History Special educational needs
26232	Mr C Grove	Team inspector	Mathematics Art and design Design and technology Physical education
23453	Mrs C Cressey	Team inspector	Religious education Music English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This **good school** has sustained high standards in most subjects and it compares well with similar schools. It has a very good ethos where pupils enjoy learning and the standard of behaviour is high. Teaching is good, with very good features, and only a few aspects for improvement. Leadership and management are good overall. Value for money is good.

The school's main strengths and weaknesses are:

- the pupils do particularly well in mathematics and science and standards in these subjects are high;
- nearly all pupils enjoy school, work hard, and behave very well at all times;
- the teaching throughout the school is good overall and in Years 3 and 4 is often high quality;
- in Years 5 and 6, the more able pupils could do better in writing, partly reflecting narrowness in the teaching methods and shortcomings in the use of assessment to guide learning;
- the pupils are very well cared for and the arrangements for receiving and transferring pupils are excellent;
- the good leadership of the headteacher has made a significant contribution to the very good ethos and the excellent links with other schools;
- the roles of subject managers are insufficiently developed and this is slowing the sharing of good practice in teaching and in assessment.

Improvement since the previous inspection is satisfactory. In the main, high standards have been sustained since 1999. Although standards in English fell in 2004, senior management is on top of the issue and standards are beginning to climb back to where they were. Attitudes and behaviour have improved and so has teaching. All of the issues for improvement identified at the previous inspection have been tackled successfully, although more work is needed with assessment because the national picture has changed.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	C	E
mathematics	A*	A	A	A
science	A	A	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good in nearly all subjects except English, where it is satisfactory.** In mathematics, science, information and communication technology, and nearly all of the other subjects almost all of the pupils increase their knowledge and skills at the rate expected nationally, with many doing better. In most subjects the more able pupils do well. In English, nearly all pupils do as well as expected in reading but in Years 5 and 6 the more able could do better in writing. In mathematics and science, standards have been sustained at a high level since the previous inspection and results have been invariably much better than in similar schools. In English, standards fell in 2004, with the fall coinciding with a period of changes in staffing that mainly affected Years 5 and 6. Senior management has acted to raise standards in English, with early signs of success. Current standards in mathematics and science are well above average and similar to 2004. In English, current standards are above average and better than 2004 but still not as high as the other two core subjects,

reflecting teaching methods that result in too much passive rather than active learning. The early indications of the 2005 test results support the inspection findings, showing high standards sustained in mathematics and science and improved standards in English. Pupils with special educational needs are well supported and they make good progress. Pupils from minority ethnic families do as well as pupils from White British backgrounds. The achievement of academically gifted pupils is satisfactory overall. The achievement of pupils with particular talents is broadly satisfactory. **The personal development of pupils is very good, including spiritual, moral, social and cultural development, and this is a major strength of the school.** Attendance is well above average.

## **QUALITY OF EDUCATION**

**The quality of education is good with very good features and a few aspects for improvement. Teaching is good overall but there are inconsistencies.** High standards of behaviour are insisted on at all times. Teaching in Years 3 and 4 is high quality. Teaching in mathematics and science is good throughout the school. Teaching of English varies considerably. In Years 5 and 6, the teaching in English does not always meet all learning needs. This partly reflects the narrow range of work sometimes provided for pupils when taught in ability sets. The arrangements for assessment are satisfactory overall but are used inconsistently to guide learning. This is recognised by the school who are acting to bring about improvement. The curriculum is effective and provides a very good range of opportunities to enrich learning. The curriculum is very well resourced. The accommodation is very good. The arrangements for pupils' care, welfare, health and safety are very effective. Relationships are excellent. Links with other schools are excellent. The arrangements for receiving new pupils and for transferring them to secondary education are excellent also.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** Governance is good. Financial management is very good. The good leadership of the headteacher has made a significant contribution to the development of the school. Together with the governors and senior managers, the headteacher has established an effective climate for learning in which pupils generally thrive. Strategic planning is good but the systems for self-evaluation, though satisfactory overall, do not use objective measures of performance sufficiently. Subject managers are making significant contributions to the school but aspects of their role are underdeveloped and their ability to promote good practice consistently in all classes is constrained by lack of opportunity.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils and parents think highly of the school. Links with parents are good. Relationships with pupils are very good. A minority of parents raised concerns about bullying. The inspectors found no evidence to warrant this and no concerns were expressed by pupils, who all said that the school dealt with such matters promptly and effectively. A few parents raised concerns about the setting arrangements holding pupils back. The inspectors found some evidence in writing of the older more able pupils not making enough progress because insufficient work at different levels is provided when taught in sets. However, this finding does not apply to every set or to other subjects.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- raise the achievement of pupils in English to at least the same level as other subjects;
- raise the quality of teaching in all lessons to that of the best by enabling subject managers to develop good practice in teaching consistently throughout the school;
- improve the systems for assessment so that they become an effective tool for guiding learning, for tracking the progress of pupils, and for monitoring performance in classes, sets, and year groups.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is good in nearly all subjects except English, where it is satisfactory. High standards are attained in mathematics and science. Standards in English are above average but could be better. Above average standards are attained in nearly all of the other subjects.

#### Main strengths and weaknesses

- In mathematics and science, almost all pupils make or exceed the nationally expected amount of progress and the more able do particularly well.
- In Years 5 and 6, the more able pupils could do better in writing.

#### Commentary

##### *Standards in national tests at the end of Year 6 – average point scores in 2004*

Standards in:	School results	National results
English	27.3 (28.9)	26.9 (26.8)
mathematics	29.7 (29.5)	27.0 (26.8)
science	30.6 (30.9)	28.6 (28.6)

*There were 88 pupils in the year group. Figures in brackets are for the previous year*

1. Achievement is good in all subjects throughout the school except in English in Years 5 and 6, where it is satisfactory for most pupils but the more able could do better in writing. In broad terms, standards attained in the core subjects are above average on entry to Year 3 and rise to well above average by Year 6, showing good educational value added. An exception is English, where educational value added is satisfactory, rather than good, and standards remain above average by Year 6 rather than well above average, reflecting a lack of consistency in subject knowledge and expertise in the teaching. In information and communication technology and in religious education, standards on entry are average, rising to above average by Year 6. In these two subjects, educational value added and achievement are both good. In history, geography, design and technology, music and physical education, which were sampled, achievement is good, with average standards on entry rising to above average by Year 6. Art and design was not a focus of the inspection and insufficient evidence was gathered to make overall judgements; what was seen was of a good standard.
2. In most years, the attainment of the typical pupil at the school has been nearly a year ahead of the average pupil nationally. Since the previous inspection, the results of tests in Year 6 have been almost invariably in the top 25 per cent of schools nationally in all subjects tested. Over the years, these results have compared very well with similar schools and have shown good or better educational value added. The results in English in 2004 were an exception when they fell to average levels and were worse than similar schools. In English, only 20 per cent of the pupils exceeded the nationally expected level whereas about 60 per cent did so in mathematics and science. School records show that many of the more able pupils in that cohort did not make enough progress when in Year 5 in particular. This loss of progress coincided with staffing difficulties at that time. The records for pupils currently in Year 6 also show a loss of progress



among the more able though the extent is not as great as in the previous year. Current teaching in Years 5 and 6 is stronger in mathematics and science than in English, particularly writing, where it is satisfactory but not vibrant enough for the more able to excel.

3. The early indications of the results for 2005 are that high standards in mathematics and science have been sustained and that standards in English have improved. In each of these subjects in 2005, the vast majority of pupils attained or exceeded the nationally expected level for their age. In science, more than half exceed the expected level; nearly half did so in mathematics, and about a third did so in English, with good improvement shown in writing.
4. Throughout the school the achievement of less able pupils and those with special educational needs is generally good in literacy, which is where most face difficulties. Pupils from minority ethnic backgrounds achieve as well as pupils from White British backgrounds. A few pupils have English as an additional language. Almost all of them are fluent users of English and generally achieve as well as the other pupils. The achievement of academically gifted pupils is satisfactory overall; it is good in mathematics and science but varies too much in English, where some gifted writers are not supported sufficiently to excel. The school has recently begun to identify pupils with particular talents and to provide support, enabling them to achieve satisfactorily in the main.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance is very good and punctuality is satisfactory. Pupils' behaviour and attitudes to school are very good. Provision for pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Pupils are keen to learn and join in all activities with enthusiasm.
- Pupils' willingness to show enterprise and take responsibility is very good.
- The school promotes very good relationships at all levels.
- Pupils' confidence and self-esteem are very good.
- Attendance is very good.

### **Commentary**

5. Pupils are interested in their lessons, show good concentration and work hard in response to the teachers' high expectation. They take a full and enthusiastic part in activities. Behaviour is very good about school and in lessons, with only minor exceptions. Relationships between pupils are good; they mainly play well together in mixed groups and no one is isolated. Pupils develop respect for each other and there is little incidence of bullying, racism or other forms of harassment. Pupils report that bullying is rare, and if any unpleasant incidents do occur, they know what to do and are confident that the staff will deal effectively with the problem. Pupils have good levels of self-esteem. They talk confidently with adults and are not afraid to express their views in the classroom discussions. There have been no exclusions in the reporting period. Attendance is very good. It has been consistently above the national average since the previous inspection. The school works hard to sustain good attendance.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence
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Unauthorised absence
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School data	4.5
National data	5.1

School data	0.0
National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

6. Pupils' spiritual, moral, social and cultural development has improved since the last inspection. In assemblies and lessons the pupils have frequent opportunities to think about the things that have a profound effect on their own lives and that of others. This contributes effectively to spiritual development. Topical issues, such as the plight of people in Africa, are interwoven with assemblies and lessons. Pupils consider the distribution of wealth and the impact of greed and selfishness on individuals and populations. Social and moral developments are closely linked. The pupils clearly understand the difference between right and wrong because they are consistently encouraged to consider the right choices and reflect on the impact of their actions. Members of staff give a very positive lead in fostering good relationships and a strong sense of community. The school responds with considerable care and concern for those pupils and their parents who from time to time may need additional support. As a result pupils learn that living in a community involves sensitivity, responsibility and respect. In studies, such as religious education, art and music pupils learn about the beliefs and practices of others, which effectively promote mutual respect, tolerance and understanding.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

Teaching and learning are good, with very good features in Years 3 and 4 and a few aspects for improvement in Years 5 and 6. Assessment is satisfactory but inconsistent in its use.

#### Main strengths and weaknesses

- The amount of good and very good teaching has increased significantly since the previous inspection and teaching in Years 3 and 4 is often high quality.
- Learning is generally good but there are too many variations in pace between subjects and classes, reflecting variations in teacher subject knowledge and expertise and in the use of assessment to guide learning.

### Commentary

#### *Summary of teaching observed during the inspection in 40 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14 (35%)	16 (40%)	9 (23%)	1 (2%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

7. The quality of teaching has improved significantly since the previous inspection and is better than is typically found in other schools. The amount of good and very good teaching has nearly doubled since the previous inspection and the amount of very good teaching is much larger than is commonly found elsewhere. Nevertheless, the teaching varies in quality between year groups and subjects. The bulk of the very good teaching is in Years 3 and 4. There is good teaching in Years 5 and 6, particularly in mathematics and science, and a small amount of very good teaching, for example in information and communication technology and in music. Even so, a significant amount of the teaching in Years 5 and 6 is of satisfactory rather than better

quality. Years 5 and 6 have seen more turbulence<sup>1</sup> than Years 3 and 4. Two of the teachers in Year 5 are relatively new to the school; leadership of both Year 5 and Year 6 is temporary, covering for the absence of key staff; some classes are taught under a job-share agreement. All of the teachers in Years 5 and 6 are competent but more time is needed for the teaching teams in these year group to become established.

8. Learning is quickest in Years 3 and 4. In almost all lessons in these year groups all pupils make good gains in knowledge, skills and understanding. Where teaching is very good, the purpose of the lesson is clear and fully shared with the pupils. The teaching engages the pupils actively through directed, well-selected questions, often followed by further questions to extend thinking. The teaching methods in Years 3 and 4 cleverly require a response from learners, enabling teachers to check that everyone is actively following what is taught and understands the ideas. In these year groups, teachers make creative use of resources. Learning in Years 5 and 6 is generally good but shows more variations and inconsistencies than in Years 3 and 4. Teaching and learning in mathematics, science, and information and communication technology is mostly good in Years 5 and 6, reflecting generally good subject knowledge and expertise among teachers. The teaching of English lacks vitality because subject expertise among the teachers in these year groups is less strong and is leading to passive rather than active learning methods, especially in writing. The one unsatisfactory lesson, which was in personal, social and health education, is not typical of the work of the teacher concerned. In that lesson, the teaching did not hold the attention of the pupils and too little learning occurred.
9. The arrangement in English and mathematics of teaching pupils in ability sets is satisfactory. Effectiveness is best in Years 3 and 4 where each of the ability sets is provided with challenging work and progress is generally good. Even though the ability range in each set is narrower than is found in mixed-ability classes, the teachers in Years 3 and 4 nevertheless effectively provide work that challenges pupils with different levels of attainment. This is largely the case in mathematics in Years 5 and 6. However, in English in Years 5 and 6, the teaching insufficiently provides for the varying learning needs of pupils within ability sets and this means that some pupils are less well challenged than others. Assessment in these older age groups is not consistently used to involve pupils in evaluating how well they are doing. Nor is it used to help pupils know what they must learn next in order to improve.
10. The systems for assessment are being developed and improved. Some form of assessment is organised in nearly every subject, though these are not always well linked to National Curriculum assessment levels and this limits their use. Attainment in core subjects is assessed regularly and teacher assessment is largely accurate. Subject managers do not always collate this data meaningfully to give an overview of performance throughout the school, particularly the progress pupils make, and this is unsatisfactory. In all subjects, not enough is done to measure the progress that pupils make between one year and the next. Some classes are trialling the use of assessment to guide learning and involving the pupils through setting targets. These new systems are not embedded effectively in all classes.

## **The curriculum**

The school provides a good curriculum, and there are very good opportunities for curriculum enrichment. The school's accommodation and level of resources are very good.

## **Main strengths and weaknesses**

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<sup>1</sup> Turbulence generally refers to the changes in teaching staff caused by retirement, maternity leave, absence through ill health, and promotion.

- The provision for pupils with special educational needs is good.
- The provision for personal, social, health and citizenship education is very good.
- The school provides well for equality of access and opportunity.
- Very good enrichment is provided through extra-curricular clubs and the range of visits and visitors.

## Commentary

11. The length of the taught week is consistent with national recommendations. The statutory curriculum is in place, providing a full range of opportunities. Into this, the school has added a number of further events, such as Health Week, and Book Week, as well as a Scottish Day and a Greek Day, in order to create greater breadth. Arrangements to teach pupils in ability groups called sets are in place across the school for English and mathematics, with additional support for the least able pupils in Year 5 and Year 6. The facilities for information and communication technology have improved since the previous inspection, with the result that pupils have good access to the subject. Provision for music has improved through the employment of a bought-in member of staff for younger pupils and the use of the Birmingham Music Service for older pupils. The availability of laptop computers for all members of staff has improved curriculum planning.
12. The provision for pupils with special educational needs is good, enabling them to make good progress and to have full access to the curriculum. During literacy and numeracy, pupils are taught in a small ability set. They follow the National Literacy and Numeracy Strategies, with the methods and learning objectives adapted to meet their specific needs. The support given by teaching assistants and the special needs co-ordinator during these sessions is good. Pupils who find it difficult to concentrate are effectively supported so that they are kept on task. Key ideas and new vocabulary are introduced and explained appropriately and pupils are well motivated. Individual education plans are satisfactory and pupils' progress is monitored regularly. The arrangement for induction<sup>2</sup> and transfer of pupils with special educational needs are excellent and their needs are identified at a very early stage.
13. The provision for personal, social, health and citizenship education is very good. The subject is taught to all pupils using a course of study which includes a full range of topics, including drug and alcohol awareness. Sex and relationships education is provided through a commercial company which also works in many Birmingham secondary schools, so that continuity of provision is offered. Parents are informed about the content of the course and none chooses to withdraw their children from this provision.
14. The school has a good commitment to inclusion. A sound system has been installed to meet the needs of hearing-impaired children. Improvements have been made to the physical environment to meet the requirements of the Disability Discrimination Act. The school has learned much from the experience of supporting a child who had cerebral palsy. A small number of pupils represent various ethnic minorities and the values of these minorities are respected.
15. There is very good enrichment through extra-curricular provision. A very good range of sporting activities is available. There are musical opportunities in the form of a choir and tuition on several different instruments. The Earlybirds club includes a breakfast club in

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<sup>2</sup> Induction refers to the arrangements to receive pupils who are new to the school, helping them to settle into school routines and to make friends.

addition to after-school activities. Pupils make a very good range of visits in support of the curriculum, for example to museums, theatres and places of historical and religious interest. In addition, visitors such as a theatre company, a dance teacher, a Banghra Indian Dance Group and the police and fire services enhance the provision.

16. All classrooms are of a reasonable size and equipped with interactive whiteboard technology. The main school hall is well equipped for use in physical education lessons. The school has a second hall, which is light and spacious, and which is used among other things for the Breakfast Club and for after-school clubs. There are two information and communication technology suites. The library is in satisfactory condition and has improved since the previous inspection. There is additional teaching space allowing flexibility of use and a music room. The space for work with pupils with special educational needs is well equipped. The outdoor areas include good-sized hard play and extensive and accessible playing fields.

### **Care, guidance and support**

Provision is very good. The school cares very well for its pupils and there is a high level of attention to matters of welfare and health and safety.

### **Main strengths and weaknesses**

- Members of staff know children and families very well.
- The procedures for induction are excellent.
- Levels of care and welfare support are excellent.
- Opportunities for structured or guided play activities at playtime and midday are insufficient for the pupils' needs.

### **Commentary**

17. Child protection procedures are satisfactory and all members of the classroom staff are aware of their responsibilities. However, this does not extend to all adults in school. Standards of maintenance and cleanliness are very good and vandalism and graffiti is never a problem. This instils high values in the pupils, who show respect for property and resources. Teachers know their pupils and families very well and provide a good level of personal support, involving parents where necessary. Levels of care and welfare for pupils are excellent and pupils have an excellent and trusting relationship with adults in school. Supervision at lunchtime is satisfactory but there are no structured or guided play activities. There is a clear and consistently applied reward system that encourages good achievement in all aspects of personal and academic development. Induction arrangements for pupils entering school are excellent and establish a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day-to-day running of the school that the pupils eagerly accept. The school council is contributing effectively to the development of the school and some of the suggestions made have been implemented leading to improved playground equipment and provision for school dinners.

### **Partnership with parents, other schools and the community**

The partnership with parents is good. Links with the community are very good. Links with other schools and colleges are excellent. The views of parents were very positive in the parents' questionnaire and at the parents' meeting.

## **Main strengths and weaknesses**

- Parents are very supportive of the school.
- There are excellent links with other schools that benefit pupils.
- There are very good links with the community.
- There is an active parents', teachers' and friends' association.

## **Commentary**

18. Parents' responses to the inspection questionnaire and at the parents' meeting show that they are very happy about all that the school has to offer and particularly value the caring ethos. An active parents', teachers' and friends' association supports the school well by providing good social opportunities for pupils and by providing good financial support for learning resources.
19. Whilst information for parents is satisfactory, reports do not provide them with a clear statement about what their child needs to learn next. The school is piloting a new format of pupil report but has not yet involved parents. Parents are welcome in school and attend special events and parent evenings and a number of parents regularly help in school. Procedures for pupils entering school from the adjacent infant school are excellent and are appreciated by parents. There are good procedures in place to deal with the concerns of parents though they seldom have to be used. The school maintains excellent relationships with the main local secondary school and this helps pupils transfer smoothly. Pupils have the opportunity to maintain friendships and to partake in a summer school at the secondary school prior to starting the autumn term. Links with the local community are beneficial and have been very effective in providing funds for resources. Visitors from and visits to the local community provide very good opportunities to enrich and enliven learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The leadership of the headteacher is good. He is well supported by the deputy headteacher. Governance is good. The leadership of other key members of staff is satisfactory. The effectiveness of management is satisfactory, with good features but a few aspects for improvement.

### **Main strengths and weaknesses**

- The strong commitment of the headteacher has created an effective school with a very good ethos.
- Good governance has contributed significantly to the success of the school.
- The roles of subject managers have aspects that are underdeveloped.
- Very good financial management has benefited the school considerably.

### **Commentary**

20. The good leadership of the headteacher has produced a school where high standards have been sustained over a long period, where standards are generally better than those in similar schools, and where the climate for learning is very good. The headteacher is dedicated to ensuring the highest standards in all areas of the school's work. The deputy headteacher provides effective support. Teamwork is well established with shared common purpose. Relationships within the school are cordial and morale is high. The policies for the recruitment and retention of teachers are effective. The school is going through a period of change and this has affected the management structure, with several key posts being temporarily filled. Nevertheless the capacity within the management team to sustain high standards at the school is good.
21. Good governance has led to a successful school. The governing body is actively involved in the life and work of the school and they oversee its development. Governors know the strengths and weaknesses of the school and they effectively hold senior managers to account. All relevant statutory requirements are met. Strategic planning is effective and it fully reflects the school's ambitions and goals. School development planning is detailed and implemented successfully. Since the previous inspection, effective strategic planning has led to much improved accommodation and to very good resources to teach the curriculum. With the exception of English in 2004, high standards have been sustained for at least six years because of effective strategic planning. The quality of teaching has improved. Standards in music have been raised significantly. The library has been enhanced. All of the issues identified at the previous inspection have been tackled conscientiously. Although assessment remains an issue, as it was at the previous inspection, it is because the national perspective has developed rapidly, not because the school has been ineffective.
22. The systems for self-evaluation are satisfactory. Senior management know the main strengths and weaknesses of the school and use this knowledge to determine priorities for improvement. The self-evaluation systems, however, place insufficient emphasis on objective measures of performance or on deploying a full range of monitoring tools to diagnose the cause of weaknesses.
23. There are repeated examples of subject managers driving forward improvement and making a strong personal contribution but their influence on good practice in the subjects they manage varies too much. All of those seen during the inspection are able to lead their subject through the example of their own very good teaching. Their ability to share and develop good practice

outside their classroom is limited by a lack of opportunity to work with other teachers during the school day. The systems for subject managers to monitor performance throughout the school lack rigour. All of the essential procedures for monitoring are deployed including analysis of assessment information, work sampling, audits of staff skills, and lesson observations but not in a sufficiently co-ordinated way as to help determine precisely where the limited time of subject managers is best directed.

24. Financial management is very good, reflecting skills developed when the school was grant maintained. Senior managers and governors are acutely aware of sources of funding and have worked hard to acquire the funds necessary to help realise their vision for the school, with excellent success. Services developed by the school, including before and after school care, school meals, and lettings, generate substantial additional income that is ploughed back into the school to benefit the pupils. The very good teaching accommodation, the extra hall and music room, the second computer suite, and the library, are tangible examples of the benefits accrued. The school has a large surplus resulting from additional income, not from under spending the budget allocation. The surplus is earmarked for specific developments over the next three years.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	1,113,638	Balance from previous year	130,775
Total expenditure	1,121,199	Balance carried forward to the next	123,214
Expenditure per pupil (360 pupils)	3,114		



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is satisfactory with good features but also aspects for improvement. Achievement is broadly satisfactory but the more able pupils in Years 5 and 6 could do better in writing. Standards in Year 6 are above average overall. Teaching is satisfactory with good and very good features in Years 3 and 4 but a few aspects for improvement elsewhere. Leadership is good. The management systems are satisfactory. Standards currently are as good as they were at the previous inspection but not as good as they have been during the intervening years.

#### **Main strengths and weaknesses**

- Standards in reading are above average throughout the school and most pupils make or exceed the nationally expected progress.
- Achievement in reading and writing is good in Years 3 and 4 because of very good teaching.
- The more able pupils in Years 5 and 6 underachieve in writing but this is being tackled by the school.
- The subject manager leads very competently by example but her opportunity to guide the development of other teachers is constrained by a lack of time and opportunity.

#### **Commentary**

25. Achievement, while satisfactory overall, varies between year groups and between the different aspects of the subject. This is recognised by senior and subject management and action is being taken to bring about improvement, with early signs of success. Achievement is better in Years 3 and 4 than in Years 5 and 6. Achievement in Years 3 and 4 is currently good, reflecting very effective teaching. Achievement in Years 5 and 6 is satisfactory overall. Throughout the school, achievement is better in reading, speaking and listening than in writing where the more able pupils in Years 5 and 6 could do better. Underachievement among the more able in Year 6 was particularly acute in 2004 when only about a third of the pupils in that cohort had made the expected progress in writing, with most ground being lost in 2003 when they were in Year 5, reflecting a period of turbulence in staffing at that time. The results of national tests in 2004 fell markedly because the pupils did not perform well in writing. Current progress in writing in Years 5 and 6 is satisfactory, and better than 2004. Current standards in English overall are above average in Year 6. This arises because strong performance in reading compensates for average performance in writing.
26. Speaking and listening skills are above average throughout the school. Almost all of the pupils in Year 6 talk and listen confidently in class situations, small groups, and to adults and visitors. They extend their ideas thoughtfully, with many of them developing variation in expression and vocabulary to engage the interest of the listener. Most pupils use Standard English and grammar appropriately when required.
27. Almost all pupils in Year 6 are independent readers who can effectively respond to new and unfamiliar words. They read fluently with expression and have good comprehension skills, and are able to infer and deduce meaning beyond the literal interpretation of the text. They competently read the worksheets, course material, and study material in lessons and cope well

with material that is of adult level of difficulty. The substantial majority of the pupils in Year 6 have made the nationally expected amount of progress in reading since they joined the school and about a quarter of them have made even quicker progress. Currently more than 80 per cent of the pupils are on course to attain or exceed the nationally expected level for their age with around 40 per cent likely to exceed expectations. Less able pupils, and those with special educational needs, receive effective support and generally make good progress in relation to the difficulties they face.

28. In writing, the pupils in Years 3 and 4 are currently making good progress, reflecting very effective teaching in these year groups. In Year 4, about 30 per cent of the pupils exceed the nationally expected level compared to about 20 per cent doing so when they entered the school. The more able pupils in Years 3 and 4 are challenged very well. In Years 5 and 6, the pace of learning currently is satisfactory for most pupils. However, the more able pupils in these year groups have not made the progress in writing of which they are capable. In the main this reflects past turbulence. Even so, the current teaching methods, although broadly satisfactory, favour passive rather than active learning methods. They do not always sufficiently engage the pupils intellectually and do not challenge or inspire them enough to excel. This means that although the pupils are progressing, the pace is not quick enough to make up for ground lost in earlier years. Many of the more able pupils use complex sentences, arrange their work into paragraphs, and organise their writing effectively to suit the genre; these features are indicative of above average attainment. However, their writing contains too many lapses in spelling, punctuation and handwriting to be securely on track to exceed the nationally expected level by the end of the year. Currently about 70 per cent of the pupils in Year 6 are likely to attain the nationally expected level by the end of the school year, with about 10 per cent to exceed expectations. This standard of attainment is in line with the national average.
29. The teaching in Years 3 and 4 is very good. Pupils are highly motivated and many of them are excelling in writing. The teaching in these year groups is very clear about the purpose of each lesson. Questions skilfully channel the pupils' thinking towards the learning objectives. Explanations are clear. Resources are used very effectively to make learning active and engaging. Recent initiatives with assessment are helping pupils in Years 3 and 4 to understand how well they are doing and what they need to do next to achieve higher standards. These very effective features are less well established in Years 5 and 6 where learning tends to be passive, with pupils listening to and carrying out instruction rather than engaging intellectually and practically with new knowledge and skills, and where shared and guided writing methods are insufficiently used.
30. The role of the subject manager is underdeveloped. She has the capacity to lead through the example of her very good teaching and has introduced a number of very worthwhile initiatives but has not been able, because of time constraints, to guide the effectiveness of teaching in Years 5 and 6 as much as is necessary. Recent initiatives to improve assessment and the curriculum show considerable promise but are not yet embedded consistently throughout the school. Assessment is being used effectively to guide learning and to involve pupils in some but not all classes. Assessment is not yet being used sufficiently to evaluate progress or target support where progress is slowest. Resources are good. The library has improved considerably since the previous inspection.

### **Language and literacy across the curriculum**

31. The development of language and literacy across the curriculum is satisfactory. Information and communication technology is being effectively used to support the learning of less able

pupils and those with special educational needs. With all abilities, word processing is used creatively for a range of purposes to extend writing and composition skills. Appropriate opportunities for extended writing are planned in subjects such as geography, history and religious education. Reading skills are appropriately extended through the many opportunities to study information books and text obtained via the internet.

## **MATHEMATICS**

Provision in mathematics is good. Achievement is good. Standards are well above average in Year 6. The quality of teaching and learning is good overall, and sometimes very good. Assessment is satisfactory. Subject leadership is good and management is satisfactory. Improvement since the last inspection has been good.

### **Main strengths and weaknesses**

- Strategies are well established for using mathematics to solve problems.
- Most lessons are taught at a good pace.
- Teachers introduce terminology well, with the result that pupils use mathematical vocabulary confidently.
- The interactive whiteboards in classrooms are being well used to teach mathematics.
- Effective subject leadership has led to high standards, but currently opportunities for the management of mathematics are restricted by lack of time.
- Target setting for pupils is not yet fully established.

### **Commentary**

32. In the 2004 National Curriculum tests at the end of Year 6 the pupils' results were well above the national average and also well above average when compared to similar schools. The percentage of Year 6 pupils exceeding the nationally expected level was well above average. In recent years, there have been no significant differences in the attainment of boys and girls. Since 2001, results have consistently been well above average.
33. In all year groups, pupils' very good relationships with teachers effectively promote good discussions about the strategies to use to solve mathematical problems. Pupils in different ability sets in Year 6 make very good progress in interpreting scatter diagrams and in learning to use algebra. In Year 5, pupils show good achievement when imagining how various geometrical shapes will look when reflected in a mirror. Pupils in Year 4 achieve well as they consolidate their knowledge of the seven, eight and nine-times tables, solve arithmetic problems involving different amounts of money, or represent data in terms of graphs. In Year 3, pupils make good progress in calculating the area and perimeter of rectangles, and in working on problems involving multiplication by four.
34. Teachers have high expectations of their pupils. They expect them to concentrate in lessons and to complete work quickly to a presentable standard. The use of praise and rewards is particularly effective. All teachers determinedly help pupils to explore different mental strategies to solve arithmetical and geometrical problems. In the best teaching, mathematical vocabulary is very effectively introduced so that the pupils understand and use the correct terms and new work is very well explained and clarified. In such teaching, work is well matched to pupils' previous levels of attainment.
35. Most classrooms are equipped with computerised whiteboard technology. Teachers show very good skill in incorporating this technology into their teaching, using it to interest pupils and increase the efficiency of learning. Where pupils have opportunities to be involved in using or writing on the boards, interest is particularly high. Most teachers make good use of time. They teach at a brisk pace which creates a stimulating learning atmosphere. The very good rapport and relationships that teachers have with their pupils mean that behaviour is managed with a light touch only. The teaching assistants provide good support for lower-attaining pupils.

36. The assessment arrangements are satisfactory overall but there are a few weaknesses. In lessons, teachers often assess pupils' progress informally to good effect and use this information to support learning well. Pupils' written work is regularly marked and praise and positive comments are provided. Although targets to guide what pupils should learn next are being set in some classes, the process is not yet well established and pupils are not yet consistently being assessed against the targets set for them. The subject co-ordinator has been absent for some time and has not yet returned to full-time work. The curriculum is effectively implemented. It gives balanced attention to the development of knowledge and skills in geometry and data handling as well as to all aspects of arithmetic.

### **Mathematics across the curriculum**

37. Satisfactory use of pupils' mathematical skills is made elsewhere in the curriculum. For instance, in science lessons pupils in Year 5 measure their pulse rates and record their findings as graphs.

### **SCIENCE**

Provision in science is good with some very good features. Achievement is good and standards are well above average. Teaching is good with some very good features. Leadership is good. Subject management is satisfactory.

### **Main strengths and weaknesses**

- Provision for pupils to plan their own investigations is very good.
- There is a strong emphasis on pupil's using subject specific language in the subject.
- Higher attaining pupils are challenged to extend their knowledge in the subject.
- Monitoring is not yet used effectively to assess pupil progress throughout the school and to guide their learning.

### **Commentary**

38. Achievement is good and pupils are mostly working above the levels predicted by their attainment on entry to the school. All pupils, including those with special educational needs make good progress. The more able pupils do particularly well. In the national tests in 2004, results in Year 6 were well above the national average and comparable to those in similar schools. Current standards in Year 6 remain well above the national average. High standards have been sustained since the previous inspection.
39. The good teaching is responsible for the high standards. The teachers' planning is effective. Lesson objectives are shared with pupils at the start of lessons and this helps to guide learning during the lesson. Very good practice was seen in Year 4 when pupils were made aware of the success criteria for the lesson and their achievement against these criteria were checked at the end. In a very good lesson in Year 6, pupils set up and planned their own investigation. Working in pairs, they decided on what their investigation would test, they determined which resources they would need, planned the test and predicted the outcome. They could explain coherently what they were doing and what constituted a fair test. This lesson clearly reflected the very good knowledge they have acquired in the subject as they have progressed through the school. They use subject specific vocabulary and are able to record their own findings and conclusions independently using tables or graphs to record their results.

40. The pupils are encouraged to test their own predictions and teachers pose constant challenges to extend knowledge and understanding. Throughout the school, pupils are developing a scientific approach to investigations. In all the lessons observed, higher attaining pupils were provided with extension activities to enhance learning. The pupils' work in Years 3 to 6 shows that is linked effectively to earlier experiences. Links with information technology, geography and mathematics are developing well. Pupils generally record their own findings, which supports the use of their literacy skills.
41. Subject management is satisfactory. Careful analysis of test results by the subject manager resulted in an emphasis on practical investigations and the use of scientific terminology. The need to set targets and to develop a more rigorous approach to assessment has been identified as a priority for the coming year. No targets are set for pupils in the subject and the marking of work rarely informs their future learning. Currently, the co-ordinator has few opportunities to monitor teaching and learning. Increased opportunities to observe and analyse teaching and learning in classes, coupled with sharper assessment procedures, would enable the school to have a clearer picture of the level individual pupils have reached. Good use is made of the school grounds and the local environment and pupils visit a woodland camp in Year 3 which helps to enrich their experience of scientific investigation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is good. Achievement is good. Standards are above average. Teaching is effective. Leadership and management are very effective. Improvement since the previous inspection has been satisfactory.

### **Main strengths and weaknesses**

- The proportions of pupils attaining and exceeding national expectations increases as pupils get older because the teaching is consistently effective.
- Pupils are competent and confident users of information and communication technology.
- Resources are excellent.

### **Commentary**

42. Standards on entry to Year 3 are average. About 80 per cent of the pupils attain or exceed the nationally expected level for their age, including a few pupils who exceed that level. Progress is good throughout the school. Standards by Year 6 are above average. Currently, about 90 per cent of the pupils attain or exceed the nationally expected level for their age, including more than 30 per cent exceeding expectations.
43. Knowledge and skills cover the full range of the National Curriculum programme of study and are successfully developed in each year group as pupils get older, reflecting the good teaching they receive. In a good lesson in Year 3, the pupils quickly learned to access information using the school website. In a good lesson in Year 4 they learned to send and receive emails. In a good lesson in Year 5, the pupils rapidly extended their knowledge of spreadsheets. The pupils in Year 6 have a good knowledge of control technology, applying this knowledge to different equipment and programs. They are able to combine text, graphics and sound when making presentations and can create appropriate links between different data to make presentations effective. They have well developed basic skills for entering and editing text and for cutting, copying and pasting.

44. The subject co-ordinator leads very effectively by example. Staff skills have been audited and appropriate training provided. Because of this systematic approach to professional development, teaching is consistently effective throughout the school and all teachers have good knowledge and understanding of the subject. Resources are excellent, reflecting the very clear foresight and leadership of the headteacher and the curriculum leader. Two computer suites provide good specialist facilities for the tuition of large groups while a plentiful supply of machines close to classrooms promote frequent use to assist learning in other subjects. A wide range of programs and hardware enable the curriculum to be taught in full and learning in other subjects to be comprehensively supported. Because of the excellent resources, the use of information and communication technology has become a natural part of school life and the pupils are confident and competent users.

## **Information and communication technology across the curriculum**

45. The use of information and communication technology across the curriculum is very good. Use and applications are found in almost all subjects but especially in the core subjects of English, mathematics and science. This use is planned and is effective. The use of interactive whiteboards, installed in almost all classrooms, is helping many teachers to support and enhance learning efficiently.

## **HUMANITIES**

46. It is not possible to make a judgement on provision for **geography** as the subject was not an inspection focus and no lessons were seen. An examination of pupils' work and displays around the school show that all aspects of the subject are taught, although there are some variations in methods and effectiveness. In some classes there is an overdependence on the use of worksheets and marking rarely comments on the acquisition of geographical skills. Discussion with pupils in Year 6 show that they have satisfactory knowledge of the subject and an awareness of the skills required in geography. They are very appreciative of the opportunities that they have to explore the local environment and to participate in trips. More rigorous assessment in the subject has been identified as a priority in the subject by the subject manager.
47. **History** was not a focus of the inspection and no overall judgements about the provision are made. The one lesson seen was of good quality. Pupils built on previous work undertaken on Ancient Egypt and they showed a good understanding of life at that time. There were clear success criteria to the lesson which were shared with the pupils and they worked hard to achieve them. Pupils' books and displays around the school are of a very high standard although there is an overdependence on the use of worksheets in some classes and the use of marking to guide learning is underdeveloped. Standards and achievement in the subject are good by Year 6. The pupils in that year group show detailed knowledge and understanding of the units studied and they have particularly enjoyed visits, visitors and the theme days, such as a Greek day. Whilst studying the Tudors, particularly good use has been made of appropriate places and artefacts within the locality and the lives of local people from that period. The subject is managed effectively and assessment procedures are reviewed regularly. Improvement since the previous inspection is good.

## **Religious education**

The provision is good overall and has improved since the previous inspection. Achievement is good. Standards are above average. The subject is well led and managed.

## **Main strengths and weaknesses**

- The subject very effectively supports pupils' spiritual, social, moral and cultural development.

## **Commentary**

48. The pupils achieve well. In relation to the locally agreed syllabus, standards are above average in Year 6. Teaching is consistently good and as a result most pupils, including those with special educational needs, achieve well. Knowledge and understanding of the Christian tradition and other major world faiths are effectively extended and deepened progressively as pupils mature. A strong spiritual and moral emphasis permeates most lessons. For example, in



a very successful lesson in Year 3, the lighting of candles and the playing of music helped the pupils to understand the spiritual and religious significance of the murder of Thomas a Becket. Pupils remained engrossed in the story and by the end of the lesson the more able pupils were able to express their views on the moral implications and outcomes of the archbishop's death. By Year 6, pupils are confident in their understanding of the customs, symbols, festivals, holy books and buildings of Christianity and other major religions. They have a particularly good grasp of how a person's faith and beliefs can inform their every day actions. In an effective lesson, Year 6 pupils reflected on the work of Christian Aid, the moral issues around Fair Trade and the responsibilities of the West to the much poorer countries of the world. The level of discussion was very high and showed how successful the school is in helping pupils become thoughtful and reflective individuals. Assessment has been introduced and it is helping teachers to identify any gaps and insecurities in the pupils' learning. However, it is not yet used to inform teachers about the standards attained by the pupils. The school accepts that this is an area for further development.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

49. **Art and design**, and **design and technology**, were not main focuses in the inspection and both subjects were sampled. No lessons were observed in art and design. The school art portfolio and displays of work in classrooms and corridors were scrutinised. From these, it is clear that pupils have opportunities to develop a broad range of two-dimensional and three-dimensional work using a range of techniques and materials. Pupils in Year 6, for instance, produce art in the style of Kandinsky, Mary Fedden and Terry Frost. They also have good opportunities for linked work within history; for example, when they make Victorian houses in clay, each individually detailed and decorated to good effect. Pupils in Year 4 use pastels and smudging techniques to produce well-executed work in the style of Turner, and colourful and intricate designs in artwork imitating M C Escher and Paul Klee. They also paint effectively after the style of Picasso in his pink and blue periods.
50. Two lessons in **design and technology** were observed together with display work. These show that design, making and evaluation, are effectively in place. In both lessons the quality of resources was very good, with prototypes and completed examples of slippers in one case, and a variety of toppings for pizzas in the other. Effective pace and the use of time were good features of both lessons. In one lesson, the quality of teaching was very good, so that pupils worked with considerable enjoyment and good co-operation with one another, as they evaluated the appearance and taste of pizza toppings. The teacher's very good use of language and careful introduction of relevant vocabulary, together with a style of questioning well suited to the development of pupils' powers of reasoning, were notable features in the success of the lesson. An engaging storyline and an imaginative challenge added a tangible sense of purpose to the task. Good account was taken of issues of health and safety.

### **Music**

The provision for music is good and has improved since the last inspection. Achievement is good. Teaching is consistently good and often very good. Subject management is effective.

### **Strengths and weaknesses**

- Specialist teaching is used effectively to enable pupils to reach above average standards and achieve well.
- Music makes a very positive contribution to pupils' personal development.

## **Commentary**

51. The good and very good teaching is leading to above average standards. By the time the pupils enter Year 5 the majority of them are already attaining the standards expected at the end of Year 6. Specialist teachers, who provide much of the tuition, are very confident and enthusiastic and systematically build on pupils' knowledge, understanding and skills. By the end of Year 6, pupils are working at a much higher standard than is seen typically in other schools. Music lessons are well organised. Tasks are challenging and maintain pupil's interests and enthusiasm. Pupils are given very clear guidance on improving their skills. They are encouraged to think as musicians and to use correct musical terms. Pupils with special educational needs achieve well and attain similar standards to their peers. They receive high quality help to enable them to take a full part in music lessons and activities such as school productions.
52. Music makes a very positive contribution to pupils' spiritual, personal and cultural development. For example, as they learn about the music of countries such as Asia and Africa. In assemblies, songs and hymns are challenging; pupils sing with enthusiasm and clarity and are able to sustain a steady pulse and put appropriate expression and feeling into their singing. The well-supported school choir is regularly involved in school and community performances. The activities provide pupils with very good opportunities to extend their creative and personal skills as well as an opportunity to demonstrate musical talents. A significant number of pupils benefit from free tuition for guitar, cello and recorder. Pupils work hard in these lessons and it is obvious in talking with their teachers that they are very well supported by parents and encouraged to improve their talents through rigorous practise. The standard attained is high and pupils use their skills well to add quality to the school's end of term productions.

## **Physical education**

Provision in physical education is good. Achievement is good. Standards are above average. The quality of teaching and learning is good. Assessment is satisfactory.

### **Main strengths and weaknesses**

- There is a good focus on skill development in physical education activities.
- The sequence and development of work in lessons is good.
- Teachers' modelling of techniques is good.

## **Commentary**

53. Pupils attain above average standards and achieve well in Year 6. Progress is good throughout the school. In effective lessons in Years 3 and 4, quick progress was made in a range of outdoor games including tennis and in developing awareness of different tactics and strategies to employ in games.
54. Teachers have good knowledge and understanding of the subject. They provide effective warm-up activities at the beginning of lessons through a range of exercises and discuss with pupils the importance of these for the body. The planning of lessons is detailed and effective, particularly in sequencing activities and developing skills. The independence of pupils is effectively promoted through the opportunities provided to take charge of games equipment before and after use, with minimal interventions by teachers. Teachers have high expectations of pupil

behaviour and involvement in lessons, resulting in good co-operation between pupils. Lower-attaining pupils, and those with special educational needs, are sensitively supported by assistants or by teachers, where necessary with appropriate equipment, for instance a larger ball, and such support serves to promote equal opportunities. The coaching and demonstration offered by teachers are good, for example, how to hold a tennis racket or how to play a forehand stroke. This is accompanied by reinforcement of relevant vocabulary. Teachers' observations and assessments of pupils during activities are satisfactory. In the best teaching, there are opportunities for pupils to observe others and to learn from such observations.

55. There has been good improvement since the previous inspection. Achievement is better, standards have risen and the quality of teaching has improved. Pupils' attitudes are now very good.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

56. The pupils' personal, social and health education is of high quality. The ethos is very warm and friendly and the school works very hard to ensure that each child is cared for. Well-developed policies and schemes of work cover all aspects of personal development. The approach to sex and drug education is particularly strong. The employment of a specialist teacher in this area gives pupils and parents confidence in dealing with sensitive issues. The pupils' health features high on the school's list of priorities. The school meals are very well planned to ensure that the pupils have a very healthy diet. They are encouraged to bring only healthy snacks to school. During the inspection the sight of one crisp packet in the school playground was sufficient to be mentioned in the school's assembly to gasps of outrage by pupils and adults alike! Very frequent and well-planned lessons help pupils to learn social skills and discuss how to behave in school and in wider society. There are also very good opportunities for the pupils to develop friendships and to learn how important sharing and co-operation are in their personal development. The pupils become part of a successful team and learn to play their roles as responsible citizens. For example, the school council gives pupils the opportunity to represent their classes and pupils willingly undertake many routine tasks around the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*